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Perhaps more might have been said of the ideal of humanness in antiquity, as sometimes this play is falsely regarded as unantique in spirit because of the supposed absence of such an ideal among the Greeks (*cf.* Thalmayr "Goethe und das classische Altertum," p. 67 *seq.*)

A mistake has crept into the introduction (p. xxxix): Goethe for the first time saw the picture of Frau von Stein in Strassburg, as the editor says, but not as a student: it was in 1775 upon his return from Switzerland.

The notes are careful and suggestive. Here and there, of course, we tend to agree with other editors in matters of interpretation—a bibliography adds to the usefulness of the book. We hope this edition will be duly appreciated by teachers and students alike.

Professor Primer's edition of "Egmont" commends itself by the care bestowed upon both the introduction and notes. The former affords the student a chance for acquaintance with a period of history probably unfamiliar to him, yet necessary for the proper appreciation of the play. The notes are fortunately fuller than notes in our school-books are likely to be, and carefully comment on a large number of points sure to offer difficulties to the student of German. The characteristic flavor of colloquialism, free from vulgarity, which colors many of the conversations in the play is not always happily reproduced by the translations offered in the notes. In "Unsere Miliz war doch noch ein lustig Volk; sie nahmen sich was heraus," the second sentence quoted does not mean "they cut a certain figure," but rather "they swaggered a bit."

The book conveys an atmosphere of scholarship, sure to be felt by teachers and by the best students.

CAMILLO VON KLENZE.

Eutropius, Edited for School Use by J. C. HAZZARD, Ph.D.,
Professor of Latin, Portland Academy. American Book
Company, 1898.

It is a real pleasure to note that all the ten books of the Breviarium are now so edited as to be well adapted for use in secondary schools. Teachers of preparatory Latin will give a cordial welcome to a work which has the double advantage of being an epitome of Roman history and also of being written in so simple a style that it is easily read by beginners.

Throughout the text the editor has indicated the subject of each paragraph and has added all important dates. Long vowels are marked

in the text, vocabulary, and notes. At the bottom of the page are generous citations to the different school grammars. The notes abound in explanations of historical allusions and in references to several histories.

The general appearance of the book is altogether pleasing, its one defacement being a multitude of small errors, particularly in inconsistent marking of vowels. These mistakes are of a kind easily corrected and they are so numerous that this edition should at once be replaced by one far less misleading. It is a pity that so good a book should be disfigured so needlessly.

FRANK A. GALLUP

COLGATE ACADEMY

Arithmetic for Schools. By CHARLES SMITH. Rewritten and revised by Charles L. Harrington. New York: The Macmillan Company, 1895. Pp. 329 + x. Price 90 cents.

If any teacher is looking for a good specimen of the old-time arithmetic, the arithmetic that contains everything from counting to geometric progressions, the arithmetic that pays no special attention to logical or to psychological sequence, this is one of the best on the market. There are good schools and there are good teachers that prefer such a book to those prepared on more modern lines; for such this work will be valuable. Of all text-books that have recently appeared there is probably not one that has so good a treatment of interest and exchange as this; upon these Mr. Harrington must have expended a great deal of time and thought. The paper and the typography of the work are both excellent, and the binding is superior, of course, to that done in England.

It is hardly fair to criticise the general scope of the work. If there were not a demand for such books they would not be printed. And yet it does not seem as if there are many American schools where such general compendia are now used. The book is written on the general times laid down by Adam Riese over three hundred years ago, and generally followed until Busse, in the Philanthropin at Dessau began the modern teaching of the subject over a century back. It proceeds on the supposition that a child can read before he begins arithmetic, and that he then begins counting in unlimited space, then addition with large numbers, then subtraction, etc. To be sure there is much here that Riese never dreamed of, but the general plan is his. Here are instructions and problems for children in the first three grades